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ESPOUSED AND ENACTED PRACTICES IN RELATION TO THE POLICY OF INCLUSIVE EDUCATION IN SOUTH AFRICA: A Case Study in Four Primary Schools in Johannesburg

by

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Master of Education

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Supervisor- **Dr Ian Charles Moll**

DECLARATION

I, Lerato Lucy Lesenyeho declare that the entirety of the work contained in this research report is my own original work, except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Education at University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

L.Lesenyeho

July 2019

ABSTRACT

Inclusive education was introduced in the South African education system to promote equality and human rights in post-apartheid South Africa. The implementation of inclusive education as stated in the Education White Paper 6 is to fight against segregation and ensure equal learning opportunities for all children, even those with disabilities. This qualitative research study investigates teachers' espoused and enacted practices in relation to South African inclusive education policy. Classroom teachers are seen as the primary resource for achieving the goal of an inclusive education and training system as a result they provide valuable data regarding how the implementation of inclusive education has been thus far.

This study took place in four different primary schools, each representing a stratified demographic category under which that particular school falls. These types of primary schools were Private, Suburban, Township government and the Remedial school. Semi-structured interviews provide personal narratives of beliefs about the value and implementation of inclusive education. Classroom observations provide an opportunity to examine if the espoused practices influence or match observed classroom actions. Most importantly the study determines if teachers' espoused and enacted practices align with what is emphasized in South African inclusive education policy. Findings indicate that there are varying degrees of commitment to inclusive practices and those are influenced by individuals' context, support models available and teacher's self-efficacy and skills. The conclusion suggests there is a gap between teachers' espoused beliefs and their practices which ultimately reveals non-alignment between teachers' practices and South African Inclusive Education (IE) policy. It further suggests that there are factors that need to be addressed urgently to see inclusive education realised in South Africa.

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- My classmates for their critical insights and brilliant ideas.
- Most importantly my God for always giving me the strength to carry on.

DEDICATION

To my loving mother,

In appreciation for your unyielding support, encouragement and unconditional love

You are always willing to sacrifice everything so that I can have anything I need.

I am because you are.

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ABBREVIATIONS AND ACRONYMS

CAPS Curriculum and Assessment Policy Statements (2010)

DBE Department of Basic Education

DBST District-based support team

DOE Department of Education

ELSEN Exceptional Learners with Special Education Needs

IBST Institution-based support

IE Inclusive Education

SIAS Screening, Identification, Assessment and Support

SMT School Management Support

UNESCO United Nations Educational, Scientific and Cultural Organization

DEFINITION OF KEY TERMS

Espoused practice- teacher's beliefs and attitudes

Enacted practices- teacher actual teaching

CHAPTER 1

Introduction

The Salamanca world declaration on Education for All dedicated World Governments to providing education for all the children in the world (UNESCO, 1994). The belief underpinning this movement is that "every child has a fundamental right to education, and must be given an opportunity to achieve and maintain an acceptable level of learning…" (UNESCO, 1994). This implies that education and policies have to overlook all the limitations that were set by society and make education accessible to all (Dakar, 2000). The Salamanca statement (UNESCO, 1994) states that the focus has shifted internationally from special and segregated schools for children with disabilities and excluded groups. In the past there was a very low provision of any type of special education needs and people with disabilities and those contending barriers to learning were being constantly marginalised and not given an opportunity for quality education, especially in South Africa (Naicker, 2000). In order to redress the inequalities of the past South African government then adopted the policy of inclusive education (Lomofsky & Lazarus, 2001). White Paper 6 (DOE, 2001) acknowledges that all children and youth can learn and that every individual needs support. In this regard inclusion is established on the proposition that learning disabilities arise from the education system rather than the leaner (DOE, 2001, p. 13). This seeks to acknowledge vulnerable learners and other disadvantaged groups that were marginalized during integration and segregation systems that surfaced in the apartheid era.

Ainscow (2008) points out that inclusive education is complex therefore there are multiple perspectives across countries on how the notion of inclusion is defined and understood. This is not an exception in the South African context because of diverse cultural beliefs. The policy of inclusive education in South Africa is understood to be aligned with moral and human rights, particularly with rights for equal access of quality education of all (Department of Education, 2001). It is clearly stated in The constitution of the Republic of South Africa, Act 108 of 1996 section 29 (1) that: "Everyone has the right to a basic education, including adult basic education and to further education, which the state through reasonable measures

must make progressively available and accessible". This statement is significant to ensuring the nature of inclusive schooling which should seek to overcome societal and barriers in the system that prevented it from meeting the full range of learning needs in the past. Donohue and Bornman (2014) assert that South African apartheid history, many ethnic and language groups play a part to a society that has different perceptions on learner diversity, practices and beliefs on how learners with different needs should be taught. It is therefore important to investigate both teachers' espoused practices and enacted practices to show how or to what extent teachers' practices are consistent with this policy of inclusive education.

According to Shulman (1987) the way in which teachers deliver the content or do certain activities in class is highly influenced by teachers' beliefs that can either make teaching and learning successful or unsuccessful. Spetcht (2005) also comments that a lot of students are still marginalised and excluded in schools even after the implementation of inclusive education policy due to teachers' traditional beliefs towards disability. As such I am particularly interested in discovering teachers' espoused practices (teacher beliefs) about the policy of inclusive education in South Africa and how these influence their enacted practices (intentional practices) in the classroom-that is to what extent do teachers enact the practices emphasised in the policy.

Problem statement

Previous studies like (Florian and Black-Howkins, 2012, Makoelle, 2014, Melts, Herman & Pillay, 2014) suggest that when interviewed, some teachers in inclusive schools claim that they are committed to teaching and accommodating learners with different needs. However it is not mentioned in different studies whether what teachers say about inclusive education is actually what they practice in the classroom or if their practices are consistent with South African policy of inclusive education. Florian (2015) also contends that although many teachers claim that they are now able to deal with diverse student groups it is crucial to find out if these teachers are indeed able to use inclusive pedagogical practices to accommodate all learners and increase their participation in the classroom. It is important to investigate if teachers really practice what they say they do because, that being the case, it becomes evident to see if inclusive education is being implemented accordingly or not.

Donohue and Bornman (2014) also argue that most of the teachers in South Africa are still holding on to their traditional methods of teaching and they believe that learners experiencing barriers to learning are best taught in separate schools. Since teachers are the ones who create a possibility for learning to occur, their personal attitudes, beliefs and feelings with regard to

what will happen in the classroom are of crucial importance. As such, this study is significant because it reveals whether teachers' espoused and their enacted practices are consistent with the policy of inclusive education in South Africa. This will ultimately reveal the extent in which the policy has been implemented. The purpose of this study is to show to what extent teachers espouse and enact practices emphasised in South African inclusive education policy. This study will help the policy makers to see if this policy needs to be modified in any away.

Aims

This study aims to investigate both teachers' espoused and enacted practices to show how or to what extent these practices are consistent with the South African policy on inclusive education. This will also enable me to find out what teachers understand by the policy of inclusion. It is important that we consider teachers' beliefs and practices because they are in charge of the implementation of inclusive education hence its success or failure is mostly dependent on them. As much as the government or school principals can obligate teachers to be inclusive, what happens in the classroom lies solely on the teacher; from planning for the lesson, managing the classroom to actual teaching. My aims will be achieved by conducting classroom observations and interviewing four teachers from all the four schools that will be participating in this study. Each of these four schools represents a stratified demographic category under which that particular type of school falls in South Africa hence they are suitable for my comparison study. The data collected will be analysed to establish if a link exists between teachers' espoused and enacted practices with what is emphasized in the South African inclusive education policy.

Research Questions

Main question:

To what extent do teachers' espoused and enacted practices align with the South African inclusive Education policy?

Sub-questions:

1. What are the teacher's espoused practices?
2. What are the teachers' enacted practices?
3. To what extent do the teachers' espoused and enacted practices align with each other?

Rationale

In partial fulfilment of my Honours degree I conducted a research particularly on differentiated instruction which is an inclusive pedagogy. I realized from that research that my assumptions might be ten steps ahead as some teachers hardly knew what inclusive education is. Others were totally against it which made it a bit challenging for them to practice inclusivity in the classroom. On the other hand other teachers demonstrated strong knowledge of this policy and knew what it entails to be inclusive in the classroom. It is from this experience that I developed a quest to actually focus on the investigation of teachers' espoused and enacted practices.

This research is important because it recognises that inclusion requires actions. It investigates both teachers' espoused and enacted practices with hope that they interrelate. Teachers' practices may be affected by their beliefs and attitudes towards inclusion and vice versa. In their complex relationship one is always affecting the other. Thus looking at the two will reveal a vivid picture of whether the two are aligned with the South African inclusive education policy. This would also be a call for teachers to move from a theoretical agreement of the philosophy of inclusion to one that is based on action.

Outline of Chapters

Chapter One: Introduction

The study explains what inclusive education means in South Africa as emphasized in White Paper 6 and in previous studies to try and give the background of this study. The aims and objectives, the problem statement, research questions that guide the study and the rationale are included.

Chapter Two: Literature Review and Conceptual Framework

This chapter puts together the literature and concepts used in the study as guidelines to develop an argument that will help me to engage with data in the context of this study.

Chapter Three: Research design and Methodology

This chapter presents methods appropriate for this study and further justifies why such methods were suitable for this type of study.

Chapter Four: The data analysis and results

This chapter presents the results that were found in various themes.

Chapter 5: Discussion of Results

Findings and themes that emerged are discussed in this chapter.

Chapter 6: Conclusion

This chapter shows how the gap in the literature has been filled. Concerns and knowledge contributions that this study has made are also presented in this chapter.

CHAPTER 2

LITERATURE REVIEW

Introduction

This chapter starts by briefly defining and discussing the concepts of *espoused* and *enacted practices.* I will then discuss the history of inclusive education in South Africa which will lead to a discussion of how inclusive education is conceptualized in this context. Lastly I will look at the central focus of the study; the discussion of teachers' beliefs, understanding and practices of inclusive education policy in South Africa which also reveals why this study is important.

Espoused and Enacted Practices

Espoused practices are defined as 'beliefs' and enacted practices as the act of putting things into practice (Oxford dictionary, 2005). Hence, the enactment of the policy of inclusive education can be defined as what teachers do or the practices that they engage with in the classroom with regards to their beliefs about what being inclusive entails. There are several debates about factors that influence performance in teaching. A link has been found between teachers' beliefs and practices hence an assumption that teachers' beliefs about inclusive education can be revealed in their practices (Buel & Black, 2015). A number of studies have shown that there is a connection between espoused practices and enacted practices. It is demonstrated in the study of Zevenbergen, Mously and Sullivan (2004) that when teachers' beliefs about inclusion and their practices align, then the concept of inclusion which seeks to accommodate the needs of all learners is made possible. Carrington (1998) also maintains that teachers' beliefs and values affect the implementation of inclusive education. Furthermore the social constructivist view on teachers' beliefs acknowledges that teachers have their own ideals about disability and diversity and such knowledge influences their actions in diverse classrooms and inclusive schooling (Gallagher, Connor & Ferri 2014, p. 1123). Therefore when investigating how far the policy of inclusive education has been implemented in South Africa there is also a need to take into consideration the underlying beliefs about the policy. It is crucial to study these two forms of practices aligned so that the central question of this study can be successfully answered, which is to what extent teachers' espoused and enacted practices align with the South African inclusive education policy.

The history and conceptualization of Inclusive education in South Africa

As times change, the way that disability is understood gets more advanced and complex too. In the past years disability was mainly understood as 'deficit' however since the emerging ideology of inclusive education people started engaging with the issue of disability in a more critical way. As such Ainscow (2008) contends that the idea of inclusive education is 'complex' thus it is defined and understood in different ways by various people depending on their context. In essence there are different perspectives and conceptualisations of inclusion; 'special educational needs', disciplinary exclusions, groups vulnerable to exclusion, promotion of a school of all and education for all. However the way that inclusive education is contextualized in South Africa is rather beyond the notion of disability only because of its unique history of the apartheid system (Engelbrecht, 2006). Engelbrecht (2006, p. 253) states that the policy of inclusive education in South Africa was used "as an educational strategy that can contribute to a democratic society". According to Carrim (2003) in the past, education was based on 'white supremacy'; black people were marginalised and excluded from the mainstream of apartheid society. There was segregation of schools, provision of resources and quality education was for white people only and black people were denied a right to quality education. Naicker (2009) also asserts that even children who were characterised as special or having additional support needs and those with different types of disabilities were not allowed to have quality education. Special schools were based on a traditional deficit model which implied that there was something wrong with learners who were contending barriers to learning therefore they were viewed as 'helpless beings' who needed treatment hence they were denied access in the mainstream education.

It is in this regard that (DoE, 2001) developed and implemented the policy of inclusive education to acknowledge vulnerable individuals and other disadvantaged groups of people who were marginalized during segregation that surfaced in the apartheid era. Inclusive education in South Africa reflects a fundamental shift away from discrimination towards equality and fairness (De winnaar, 2013. 41). According to White Paper 6 (DOE, 2001, p. 17) inclusion is about,

> *Recognising and respecting of differences among the learner population. It is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met. The focus is on teaching and learning actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners. Inclusive education focuses on overcoming barriers in the system that*

prevent it from meeting the full range of learning needs and on the adaptation of and support systems available in the classroom.

This implies that inclusive education is a dynamic approach that responds positively to diversity by making support and quality education accessible to all. In order to ensure that every learner gets support and quality education, White paper 6 (DBE, 2010, p.7) states that full-service/ inclusive schools should have "the capacity to respond to diversity by providing appropriate education for individual needs of learners, irrespective of disability or differences in learning style or pace, or social difficulties experienced…".The policy takes the views that disability is a social construct created by an ability-oriented environment therefore it argues for removal of all social barriers that hinder participation of individuals. It is also evident from the quotes above that the focus is mainly on teachers who are expected to develop various teaching strategies to enable participation for all learners. This study is important as it will reveal if teachers are practicing what the policy requires of them.

The shift from segregation of schools to inclusion of all learners in mainstream schools implies that teachers are now obliged to deal with diversity which was not the case before, as such their understanding and practices of inclusive are crucial to the successful implementation of inclusion. Lomofsky, Roberts & Mvambi (1999) maintain that teachers are the people who make learning possible therefore their attitudes, beliefs, and feelings with regards to what happens in the classroom are of crucial importance. Bornman & Donohue (2014) argue that despite all the effort and measures that the policy makers in South Africa took to include all learners, a lot of them are still marginalized in mainstream schools due to out-dated beliefs and practices of teachers who still believe that "special educational needs" of learners are best accommodated in special schools. This implies that it depends on teachers beliefs and understanding of this policy whether they want to be committed to practicing inclusivity in the classroom situation or not. Lomofsky et al. (1999) also suggest that change is usually challenging so while some teachers may take inclusive education as an opportunity to grow some do take it as a threat after all teachers are human beings with individual attitudes to difference and disability. Furthermore Bornman & Rose (2007, p.7) suggest that in order to support learners with additional needs, teachers do not only have to be sensitive to certain needs of learners but also to their feelings and attitudes. In addition Lomofsky et al. (1999, p.71) hold that above all teachers also need practical skills "to develop a critical understanding of common stereotypes and prejudices related to disability and reflect on how these have influenced their own attitudes". As such I believe that this study is important because it provides an opportunity examine/re-examine the relationship between teachers'

beliefs and practices so that we can deeply understand how teachers translate their beliefs into practice. This will ultimately reveal whether what teachers say and practice align with South African inclusive education policy. Conclusions on whether learners with additional support needs are fully accommodated in mainstream schools can be drawn from the evidence obtained from this research.

Since the government developed the policy of inclusive education there have been several studies on the notion of teachers' understanding and beliefs about inclusion (Donohue & Bornman, 2014, Makoelle, 2014, Meltz et al., 2014, Lamofsky, Roberts & Mvambi, 1999, Savolainen et al., 2011). However some of the studies do not show the beliefs and attitudes of teachers in the development of inclusive education and how they are aligned with practices in the classroom. Schommer (2009) argues that beliefs are crucial in determining how information is perceived, interpreted and organized and also serve as basis in the classroom. Taylor (2015) adds that there is much to learn about teaching beliefs, more so their relationship with practices in the classroom. It is therefore important to close the little gaps that are found on the research that has focused only on what teachers say about the policy of inclusive education without necessarily examining if what they say links with their actual practices. If transparency is to be obtained when determining the success of inclusive education in South Africa then conclusions have to be drawn based on both teachers' beliefs and understanding of this concept and the actual teaching because information that is one-sided is often misleading.

Teachers' negative beliefs in practicing inclusive education

According to Geldenhuys and Wevers (2013) teachers in South Africa agree on inclusive education concepts. They believe in equal opportunities for all without discrimination. However their study indicates that teachers did not believe in the practicality of inclusion and strongly felt that special needs students cannot gain something if they learn together with regular students as their needs vary. It is evident that teachers still associate disabilities with deficiency thus do not develop different strategies to meet the needs of all. Lewin (2009) asserts that "beliefs represent an individual's principles and drive the possibility and consequences of action in an individual's phenomenal world" hence teachers' negative beliefs about inclusion are likely to negatively affect their classroom practices. Previous study of Meltz et al. (2014) revealed that some teachers particularly those in schools that are in low-economic contexts held negative beliefs about the policy of inclusive education because they believed that it is impossible to meet the needs of all in overcrowded and

unequipped classrooms. The same study also involved classroom observations to examine the approaches that teachers use in actual teaching. This study is important because it did not only focus on teachers' beliefs and understanding of inclusive education but also involved a pragmatic approach which interprets teachers' beliefs or perceptions by tracing such beliefs to their practical consequences. It is clearly demonstrated that teachers did not only disregard the policy of inclusive education in theory but they also believe that it can be rather challenging to be inclusionary in the classrooms due to lack of resources and pedagogical skills. This study is important because it shows both teachers views on the policy and the implications for practice. I believe that is also crucial to observe these teachers in action and not just focus on what they say because there are cases where there can be discrepancies between one's understanding and action.

Though the notion of inclusion is trying to do away with 'mainstreaming' or 'integration of learners which tries to help learners to "fit into" the system by assessing, diagnosing and prescribing technical interventions thus the placement of some learners in special programmes there are still some people who believe that learners with some disabilities should be diagnosed and taught separately in special schools. According to Makoelle (2014) teachers believe that special education is still relevant because they lack adequate skills to deal with learners with disabilities in the classroom especially given the reality of South African Schools where there are a lot of students per one teacher in the classroom. Donohue & Bornman (2014) also found out that teachers reject this new policy because they still hold out-dated beliefs that the problem lies solely on a learner with disabilities so it is their responsibility to fit in the system not the teacher's job. Both these studies are important because they aimed at finding out factors that hinder the implementation of inclusive education particularly teachers beliefs and attitudes towards inclusion so that such negative beliefs can be changed however they do not say much about classroom practices. In most cases the assumption is that if teachers claim to believe in the value of inclusive education and its positive outcomes they will automatically engage with inclusive pedagogies in the classroom which is not necessarily the case.

Positive Beliefs in practicing inclusive education

There are several studies in South Africa which indicate that teachers now understand the policy of inclusive education and they claim that they are now able to accommodate diverse needs of learners (Engelbrecht, 2006, Lomofsky & Lazarus, 2001, Savolainen et al., 2012)). As stated in these studies, teachers feel ready for the implementation of inclusive education;

they mentioned that they are already differentiating their instruction to meet the needs of all in the classroom. Lomofsky and Lazarus (2001) assert that some teachers strongly believe that being inclusive is not a problem because they have worked with learners of different ages and stages of development, cultural and linguistic diversity and a wide range of ability/disability and special educational studies need before therefore the idea of being inclusive is not entirely new to them. Among these studies, I find Savolainen et al. (2012) to be very important because it also shows the correlation between teachers' attitudes and self-efficacy for inclusive practices. It is crucial to examine if teachers' espoused practices align with their actual teaching because it is in this way that we can tell the extent in which inclusive education is successfully implemented in South Africa. Florian (2015) argues that while most teachers claim that they are now able to accommodate diverse needs of learners they do not seem to do so in the classroom as they still cannot differentiate between inclusive pedagogical practices and the "pull-out" system. It is therefore important to investigate if teachers' practices align with those emphasized in South African inclusive education policy to ensure that issues of marginalization and exclusion do not persist. In addition Lombe and Bones (2008) found out that although many teachers claim to support inclusive practices, they raise concerns that they cannot fully implement such practices due a lot of factors that hinder the implementation of inclusive education.

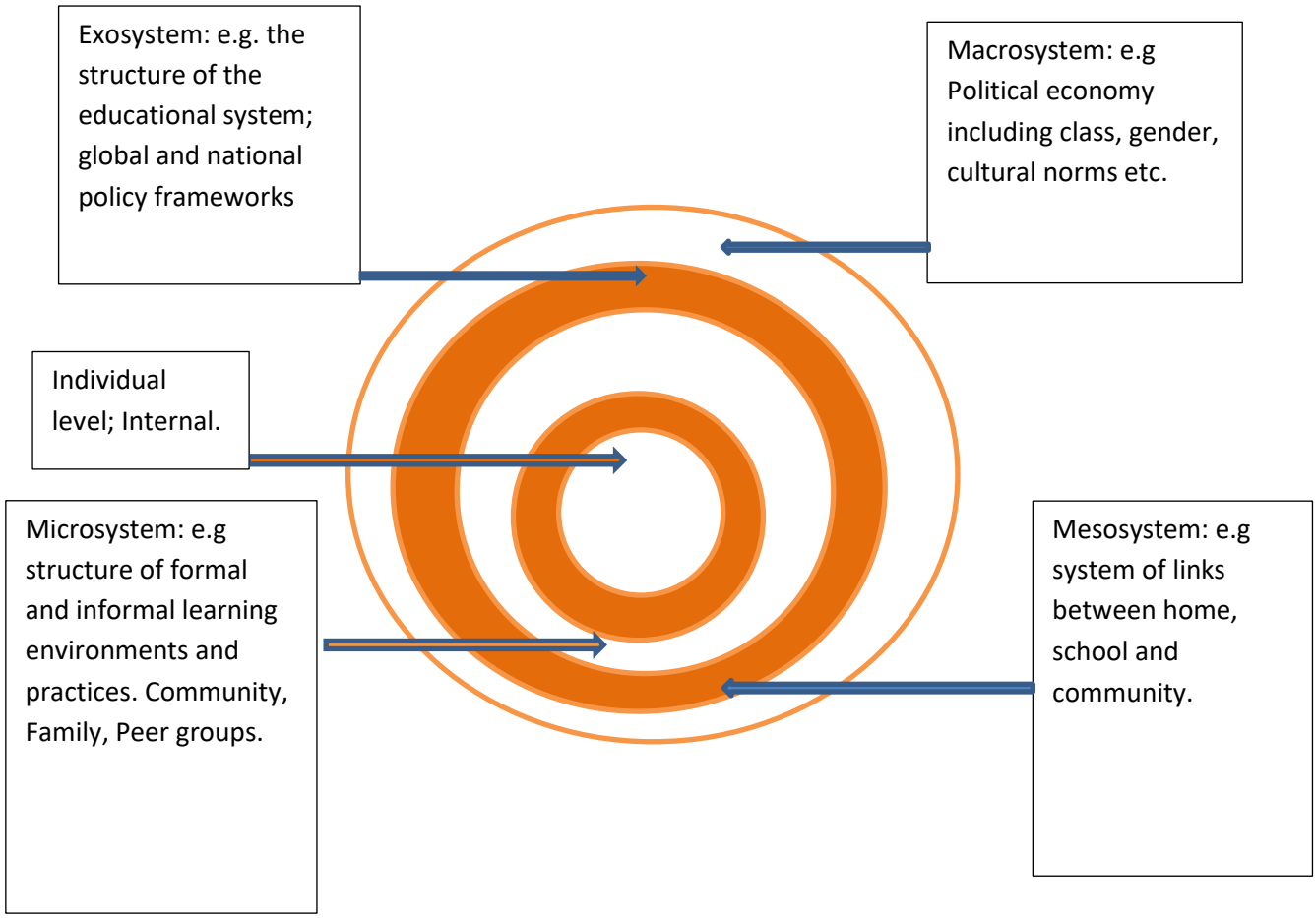
The theoretical Framework

In order to understand the realities surrounding the policy of inclusive education in South Africa; how the policy is perceived and practiced by teachers in their classrooms this study adapts Bronfenbrenner's (1979, 1993) ecological systems theory. This theory seeks to build models of explanation regarding human development and how people can be influenced by various types of environmental systems. The ecological model of human development seeks to show the fact that experience and action occur in everyday life as part of the wider human and political contexts (Jordaan & Jordaan, 1989; Lewis, 1998). Tikly (2015) modified this model further and came up with 'a laminated learning system' which is also relevant to this study. A laminated model of learning suggests that some sub-systems exist within other sub-systems therefore they should all be considered when explaining a certain phenomenon. The theory of ecological systems is relevant for my study because it allows me to look at various structures within the education system, particularly the impact that the interaction of different sub-systems has on teachers' beliefs and inclusive practices. It is difficult to understand the values and actions of individual people outside the social context in which they occur as such,

it is necessary to understand how teachers' beliefs and values have been shaped by their social context. The ecological systems theory will assist me in understanding teachers' beliefs about the policy of inclusive education in South Africa as well as revealing what influences such beliefs. Due to a unique history of the apartheid education system and inequalities in South Africa, teachers' contexts play an important role in how they perceive the policy of inclusive education and how such perceptions affect their actual teaching. Furthermore this model is non-reductionist therefore it is crucial because it will enable me to look at all the mechanisms that influence the success and unsuccessful implementation of South African inclusive education.

The diagram below was adapted from a laminated learning system Tikly (2015). It shows how different levels of systems in the whole social context can influence one another in a continuous process. In this case it shows the sub-systems which can have an impact on the movement and practices of inclusive education.

Figure 1. Sub-systems within the education context



The diagram above shows Bronfenbrenner's ecological systems theory which consists of the micro-, meso-, exo- and macrosystems. These different levels are surrounding the individual who is the focal point. The diagram shows how all these systems can be seen functioning in various ways and how they interact with other sub-systems, shaping and limiting each other. This model is necessary for this study because it seeks to develop an explanatory model regarding all the systems which may impact on teachers' beliefs and understanding of the policy of inclusive education in South Africa. It will in turn reveal how such beliefs affect the implementation of inclusive pedagogies in the classroom. According to Tikly (2015) the nature of contexts represented by each sub-system varies for individuals in different geographical and cultural contexts which why this study seeks to investigate the beliefs that teachers in different environments hold regarding the implementation of inclusive education. Issues including the political economy, class, cultural norms wider and local communities and all other institutions involved have a huge impact on both the espoused and enacted practices of an individual teacher. For instance teachers from different geographical areas in South Africa may have undergone the same teacher training but they are all likely to have different beliefs about the policy of inclusive education and how they practice inclusivity in their classrooms for they have been exposed to various social contexts.

CHAPTER 3

METHODOLOGY

Introduction

This chapter shows the design of my study and the methods used to conduct this research. The research involved investigating teachers' espoused and enacted practices in relation to the policy of inclusive education in South Africa. I had intended to achieve such by exploring teachers' beliefs and understanding of the policy of inclusive education and also examining their actual teaching which would reveal if there is a link between what they say and what they do in the classroom.

Research design

According to Brown (2006, p. 34) "Research methodology is the philosophical framework within which the research is conducted or the foundation upon which research is based". My research is based on qualitative research design. "Qualitative research has come to denote research approaches that are underpinned by a set of assumptions about the way the social world operates" (Morrison 2005). This means that qualitative research focuses on viewing, describing, understanding and explaining human perceptions, behaviour, actions, as well as their attitudes and values (Scott & Usher, 1996). Furthermore Marshall and Rossman (1999) assert that qualitative research allows researchers to conduct explanatory and descriptive research that uses the context and the participants' setting to give a deeper understanding of the person (s) being study and their world. In this study I viewed the world the way that my participants saw it so that I could get in depth understanding of the critical issues that they came up with.

In this case my study takes a critical realist approach to describe and build explanatory models regarding data obtained. Its interpretivist assumption is central to the notion that reality is constructed. This implies that all "all knowledge is produced through different kinds of social and/or discursive practices involving subjective human perceptions, values and negotiated interactions" (Tikly, 2015, p. 6). In addition Scott (2013, p.36) posits that no two people share exactly the same perception. Since my study is comparative this approach was applicable because it allowed me to interview and observe teachers within their own social context therefore giving me an opportunity to investigate how each individual's espoused and enacted practices were influenced by their context. Critical realists argue for a consideration

of the real causal mechanisms in nature and society that produce observable phenomena (Corson, 1991, p. 225). As such the critical realist interpretation was appropriate for this study for I explained all the causal mechanisms that give rise to teachers' negative or positive beliefs about the implementation of South African inclusive education as I decided to position this qualitative research in critical realist interpretation philosophy.

Population and Sampling

In this study purposive sampling was employed. Purposive sampling refers to all terms which are applicable to the researcher who makes 'judgement' basing themselves on theoretically informed decision about whom to include in the sample (Scott and Usher, 1996). Patton (2002) cited in Merriam (2009) also argues that "the logic power of purposeful sampling lies in selecting information-rich cases for the study. Information rich-cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful inquiry''. This sampling technique is important because it gave me an opportunity to choose my participants basing myself on those who were likely to be familiar with the concept of inclusive education as I had initially checked their background profiles. Since this is a comparative study I decided to choose four different mainstream primary schools which are located in different contexts. Each school represented a stratified demographic category under which that particular type of school falls in South Africa. These were private, suburban, township Government School and the remedial school.

The private primary school is located in the suburban area of Johannesburg North and mainly caters to the children of rich and professional parents. Most of the learners come from families with a high economic status and their parents are educated. The built environment of the school is fancy, with huge playgrounds; the building has both the stairs and elevators, they also have most of the resources that children with various learning disabilities may need however the school is not wheelchair accessible as there are no ramps. This primary school has on average between 10 to 15 learners per class.

The suburban school is also located in Johannesburg North, even though it is also in the suburban area it serves mainly the children of the middle class workers. However some of the learners still come from families with a low socio-economic status. While these learners are almost from the same areas, they are multilingual as they originate from different cultures and most of their parents only came there so that they could be closer to their work places so that posed as a challenge to both the students and teachers. There are about 30 learners per

class and it is clear from the interviews that lack of resources and funds influence teachers' ability to properly cater to the needs of the learners in their classes. As much as this is a government school teachers were clearly frustrated that they do not get enough support from the government.

The third Primary school is located in the heart of the township of Soweto. This public primary school is a full-service school which mostly serves the black and coloured learners who come from families with a low socio-economic status and their parents have received, if any at all, only basic education. Furthermore most of these learners stay with their grandparents, while others are from child-headed families. The built environment of the school is wheelchair accessible through ramps, however the school does not have children with physical disabilities, and they do not have any resources for learners contending barriers to learning. This primary school has an average of 40 to 45 learners per class. The inadequate resources at this school coupled with extreme poverty in which these learners live have real implications on their learning ability. Even though the school has a feeding scheme it is clear that some learners are only able to eat at school because some families cannot afford their basic needs due to poverty and unemployment.

The remedial primary school is also located in Johannesburg north and it mainly serves the children who have been referred there by the department of Education because they could not cope in mainstreams or ordinary schools due to severe physical, intellectual and learning disabilities. The school caters for learners from various backgrounds, while other learners are from low-socio economic status some are from rich families. The built environment of this school is accessible to all learners even those with physical disabilities because there are wheelchair ramps. The school also has professional therapists who see some learners every day; however the resources are still not enough for the learners.

Research Instruments

As mentioned early the relationship of what teachers believe, their actual teaching and how all that relates to South African inclusive education is crucial to this study. I therefore chose the instruments that allowed me to collect data that was relevant for my study.

Only primary data was used in this study. According to Brown and Gibson (2009) primary data refers to data that is produced by the researcher or research participants in order to answer the research question. Cresswell (2003) contends that primary data allows the researcher to access the first hand data which is why I used it in this study. I used both semi-structured interviews and observations to gather information on how teachers' understanding

of inclusive education and their practices align what is emphasized in the South African inclusive education policy.

Semi-structured interviews

According to Morrison (2005) interviews take place between two people (the interviewer and the interviewee) through interactions following an agreement between the two. This means that the two share discussions, opinions and underlying reasons why they interpret their world the way they do. Hopf (2004) states that with semi-structured interviews "the researcher orients themselves according to an interview guide but one that gives plenty of freedom of movement in the formulation of questions, follow up strategies and sequencing". I chose semi-structured interviews because they allowed me to be flexible in a sense that I was not obliged to ask the questions in the exact same manner that I had prepared them in my interview guide (see appendix A). As a result I was able to draw as much data as possible because the conversations that I had with my participants were not restricted.

I conducted one-to-one semi-structured interviews with sixteen teachers; four teachers from each of the schools that were mentioned above. All of the selected participants were familiar with the concept of inclusive education hence they were suitable for this study. I studied the participants' backgrounds and profiles first and such enabled me to choose those who were regarded to be familiar with inclusive education. Most of the participants in these schools were ELSEN teachers, support teachers and some had either studied inclusive education or been involved in inclusive education workshops before. The conversation that I had with each was detailed so the responses were audio-recorded then later transcribed later to avoid missing any significant information. I printed the transcripts and used them to code and identify emerging themes as I analysed each teacher's case.

Classroom Observations

After conducting formal interviews with teachers, I conducted classroom observations in order to gather sufficient data to validate what they said during the interviews. Bell (2005. p.185) states that observations are useful in discovering whether people do what they claim to do or behave in the way that they claim to behave. Observations were pertinent in this study as they have played a role of demonstrating what teachers actually do when they differentiate their instruction in order to meet the needs of all learners. I observed each teacher when teaching two different lessons and in all these cases the observations occurred in natural settings. In order to increase validity of the data collected I made sure that the learners were comfortable by introducing myself in the beginning of each observation. My observations were more focused on what teachers did in the classroom to maximise participation (see

observation guide, appendix B) so that I could see if their practices align with they said during the interviews and if such practices align with South African inclusive education policy. These observations were crucial because I had first-hand information so my conclusions in this study were not based on what teachers claimed but on what I directly gathered.

Data Collection

Among the four schools that I chose to conduct my data in, three were public schools in Johannesburg. It was therefore necessary for me to get permission from Gauteng Department of Education prior to beginning my data collection. For this application I submitted my proposal, ethics clearance letter from the University, as well as my interview and observation guides. I also included letters to school principals, participants consent forms and letters of introduction. The application was successful and permission was granted.

Following this process, I then asked permission from the principals and School Governing Body (SGBs) of the four schools and it was granted. The data collection started with giving my potential participants the letter of an introduction detailing the study being undertaken and the consent forms that were to be completed by the participants. I conducted one-to-one semi-structured interviews with each participant for approximately 30 minutes and thereafter observed their actual teaching in the classroom. I decided to observe each teacher in two different lessons which in most cases did not happen the same day hence required me to spend at least more than a day with one teacher. Since I worked with four different schools, I focused on one school for two to three weeks before I could move on to the other. My data collection process took longer than expected because some meetings were scheduled during exam time which was really challenging but ultimately I managed to collect data from all the participants that I had initially selected.

Data Presentation and Analysis

According to Neuman (1997, p. 426) cited in De Winnaar (2013, p. 69) data analysis refers to searching of patterns in data and once the patterns are "identified it is interpreted in terms of a social theory or the setting in which it occurred". In this study I used thematic content analysis. Braun and Clark (2006. p.79) define thematic analysis "as a qualitative analysis method that identifies, analyses, and reports patterns within data". This means that thematic analysis puts data in assigned groups that can easily be accessible to the researcher. Firstly I did open coding to familiarise myself with the transcripts made from the interviews and observations which enabled me to note significant words and phrases so I was able to easily

identify my themes. Following this I then did axial coding which is actually presenting, analysing and interpreting my data in themes. I chose to analyse my data in themes because they capture something important about data in relation to the research problem and represent meaning within the data set (Braun & Clarke, 2006). Additionally I chose to use a realist method to thematic analysis that is described as a method which reports the experiences, meanings and realities of the research participants (Braun & Clarke, 2006). This approach is relevant to my study because it allowed me to discuss my data basing myself on teachers' beliefs and experiences in an inclusive classroom and how their espoused and enacted practices were influenced by their contextual realities.

Validity and Trustworthiness

To avoid the inaccuracy and incompleteness of the data, I recorded and transcribed the interviews. I ensured that I transcribe all the information as it was exactly presented during the interviews. While conducting classroom observations I wrote notes that were detailed, concrete and chronological to avoid missing or forgetting any important points. To further validate my data I checked and asked for feedback from some of my classmates who are familiar with the concept of inclusive education and its practices. I also got feedback from some of my schoolmates who were not familiar with this phenomenon. The use of various data collection methods also helped in validating my data. After interviewing the teachers, I conducted classroom observations to validate all the information that I got.

Ethical consideration

In educational research the focus is primarily human beings as such the researcher is ethically responsible to protect the rights and the privacy of research participants. As I mentioned earlier I submitted all the required ethical application forms and permission was granted for me to continue with my study. The researcher applied for ethics approval to the university to ensure that all the participants' rights will be protected during data collection. Permission was granted by the University and I also obtained the protocol number (Appendix F). Thereafter, I applied for permission to do my research at government schools and the GDE granted me permission to do so (Appendix G). I also requested permission to school principals and the teachers (Appendix D). With consent forms teachers were assured safety and freedom from harm; I ensured that every teacher completed the consent form before I could start with my observations and interviews (Appendix E). Following that confidentiality and anonymity were discussed with the teachers. I assured them that the school and their names will not be revealed. To ensure this I gave the school and all the teachers pseudonyms. Furthermore

teachers were interviewed in a private space and were told that they are allowed to withdraw from the interviews any time they want to. They were also assured that only the researcher will have access to the information collected for I would keep hardcopies of information in a locked drawer and electronic copies in a password protected computer.

This chapter described the methodology and design of my research study. I provided a philosophical positioning of qualitative research and a description of the research design. This is a qualitative research which took the critical realist interpretation approach. Semi-structured interviews and observations were used as the primary research instruments. In this chapter I also gave a brief summary of how I would present and analyse my data. Lastly I highlighted issues of ethical considerations.

CHAPTER 4:

THE DATA ANALYSIS AND RESULTS

Introduction

The research question that guided this study was; "To what extent do teachers' espoused and enacted practices align with the South African Inclusive Education policy". The aim was to answer this question from the perspectives of individuals namely teachers, looking at their beliefs, understanding of this policy as well as their practices in the classroom. Teachers are involved in the implementation of inclusive education in various settings, particularly schools hence their input is most valuable to this study.

In this chapter I will give an overview of my research findings. Since this is a comparative study the context of the research participant and the schools in which this study took place is significant. The description of physical settings has already been provided earlier. The context is pertinent because this study takes the view that each individual's beliefs and understanding of the policy of South African inclusive education and their enacted practices in that regard may be influenced by both internal and external factors such as social factors or one's environment. I will start by presenting biographical information on teacher participants from all the four schools in a table form. Data Collected in this study is presented in themes based on the research questions and research aims. I will also give a brief introduction of the themes and their sub-themes. A detailed summary of each theme will follow and this will also show how every theme came about.

Table 1 Demographic Information of the participants

Participants	**Gender**	**years of teaching**	**Number of schools taught**	**Grade(s) currently teaching**	***Subject (s) currently teaching***
Township School					
A1	Female	15	4	3	*English & drama*
A2	Female	10	2	5	*Maths , remedial*
A3	Female	25	6	7	*History & Geography*
A4	Male	10	3	2	*Natural Science & Life Skills*
Private School					
B1	Female	45	6	2	*Maths, natural Science*
B2	Female	37	4	4	*Afrikaans & English*
B3	Female	15	2	6	*English*
B4	Female	1	1	1	*General teaching*
Suburban school					
C1	Male	12	3	4 to 6	*English & Maths*
C2	Female	13	3	ELSEN teacher	*All the subjects*
C3	Female	5	2	4	*Natural Science, English & Life skills*
C4	Female	10	2	1	*General Teaching*
Remedial school					
D1	Female	7	1	3	*Maths & English*
D2	Female	23	3	6	*All the subjects*
D3	Female	9	3	5	*Literacy*
D4	Male	12	2	4	*Natural Science & Life Skills*

The above table gives a brief profile of the teachers who participated in this study from four different schools in terms of their teaching experience and current positions in the school.

All the teachers mentioned above are professionally qualified teachers and most of them have been teaching longer than 5 years. All the teachers except just two teachers have taught in different types of schools so they have been exposed to various contexts, settings and realities of the classroom. Quite a number of these teachers have done their postgraduate studies with

a few individuals who have done either postgraduate in Inclusive education or a research in inclusion so all of them were familiar with the concept of inclusion.

In this study data was collected and interpreted using grounded theory. Dey (2004) asserts that "grounded theory involves the progressive identification and integration of categories of meaning from data". This mean that grounded theory entails both the processes of category identification and integration and its product. Grounded theory as a method was crucial in this study as it provided me with guidelines on how to identify categories, how to make links and form relationships between them. While identifying and grouping information from interview transcriptions into categories, different codes that linked to Bronfenbrenner's theory of ecological systems emerged. Scott and Morrison (2005) state that coding is a procedure that is used to analyse textual, written or visual data. According to Corbin and Strauss (1990) data analysis process involves three types of coding; open, axial and selective coding. In this study open coding which involves dividing data into similar groupings to form preliminary categories was employed. Axial coding then followed; from the categories that I identified I developed new themes.

Introduction of the themes

There are three main themes with several sub-themes which emerged from coding the primary data that I gathered using both semi-structured interviews and classroom observations. These themes were topics mentioned in interviews on several occasions. From what I gathered from the participants these contribute to either the successful implementation of inclusion or failure to use various inclusive pedagogies in the mainstream classrooms to meet the needs of all. The themes are also based on what I discovered from my own observations. The first two themes are mainly based on teachers' espoused practices, perceptions and understanding about the policy of the South African Inclusive education policy. The third theme is constructed from placing its sub-themes with a similar focus together under the same concept. The three main themes are (1)Interpretation and understanding of diversity , (2) Teachers' beliefs and understanding of the police of inclusive education in South Africa and (3) barriers to implementation of South African inclusive education policy.

The diagram below illustrates the three main themes as well as the sub-themes. I will further indicate how these themes emerged from the layered data and summarize them.

Figure 2 illustrations of themes

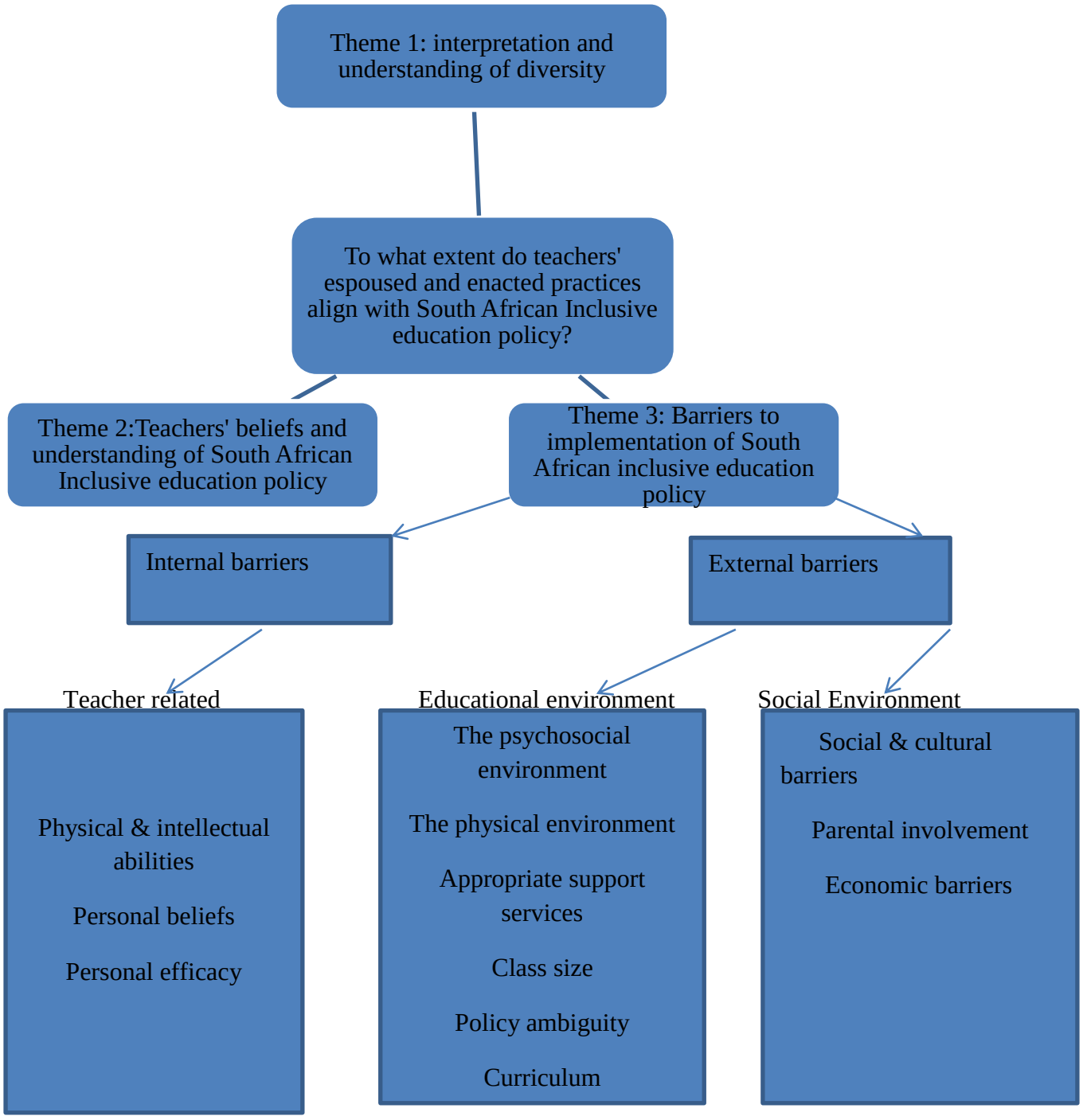


Table 2 Theme 1: Interpretation and understanding of diversity

Schools	Representative phrases from teachers	Open coding	Axial coding
Township	"They are different in terms of their abilities, learning needs, interests but mostly it all boils down to poverty" (A1)	Poverty	Interpretation and understanding of diversity
Private	**"**Diversity is mostly seen intellectual abilities, maturity and interests, their backgrounds are more or less the same" (B4)	Academically different	
Suburban	**"**Their backgrounds are too different; we have children from rich, middle and working class families. Language is more of a problem" (C2)	Socio-economic class	
Remedial	"All our kids have been diagnosed with something like learning difficulties. All their learning needs are diverse" (D2)	Learning disabilities	

All the teachers in four schools responded; 'yes' when asked if they are aware of learners' diversity needs. They went further to explain how learners in their classrooms are different. However their interpretation and understanding of learner diversity differed. As visible from Table 1 above teachers from all these schools emphasized on different aspects when explaining group and individual differences that they see in their learners. Their answered are mostly influenced by the context and the realities surrounding their schools because teachers from the same school had the same view.

Teachers from a township school are aware of learners' diversity needs. According to A2 their learners are different in terms of abilities, learning needs interests. She further explained that despite all the diverse learning needs that they can see in their learners she thinks that all these differences can be traced back to hunger and poverty. As mentioned earlier most of their learners, if not all, come from low-economic backgrounds. Teachers in this school explained that their learners' [dis]abilities and various learning difficulties can be understood within the context of poverty and neglect. Roger-Adkinson and Stuart (2007) posit that

neglect can be defined as failure to provide for child's basic needs. According to the participants in these school, most of their learners have experienced neglect in that, according to them some parents cannot provide food, shelter and health to their children as such these learners really struggled to cope.

Teachers from a private school are also aware of learners' diversity needs but their interpretation and understanding vary from those of teachers from a township school. According to participants in this school, their learners are different in terms of physical, intellectual abilities, maturity and interests but their backgrounds are not necessarily different as most of them all come from wealthy and professional families. In this school teachers talked about diversity focusing more on the academic performance and how their learners understand and grasp the concepts differently. B2 explains,

> *"academically they are different, for me maturity plays a big role, so the more mature a child is the quicker they grasp new concepts, uh I think they is a different level of maturity in the class obviously: some students are born beginning of the year whereas some at the end of the year so they definitely mature differently, there is different levels of maturity, different levels of the way they grasp things academically, and yah.. I honestly think that they come from more or less the same background, I do not think being in a private school there is a big difference of where they come from, whereas in the government I did find different students from all sorts of different backgrounds, here I feel like they all come from the same kind of background"* (B2, line 52).

It is evident from the quote above that teachers from a private school mostly see diversity in their learners in association with learning and academic performance. This implies that teachers from this school have to focus on coming up with different teaching strategies to meet learners diverse learning needs. Whereas as shown previously teachers from a township school have to do more than just meeting diverse learning needs as their learners' basic needs are not met hence they still need to deal with issues of hunger and poverty. This goes further to show that context in inclusive education plays a big role for it can contribute to success and unsuccessful implementation of inclusion.

All the teachers from a suburban school stated that they were aware of learner diversity and that their learners are different in many ways. According to the participants, their learners came from different backgrounds; they mentioned that they have learners from rich, middle class working class families and also from different cultural backgrounds. They mentioned

that their learners also have various learning difficulties and some are due to language barriers as they have children who speak IsiZulu, Xhosa, Sesotho, Afrikaans and other languages so they struggle to understand most of the concepts in English. Teachers reported that it has been really challenging to meet a wide range of learners' needs in their school where there is lack of resources but expected accommodate all. For them language seemed to be one of the biggest challenges as their learners were from different economic and cultural backgrounds so each learner was exposed to different forms of communication and lifestyles. According to C2 some learners were from families where parents were rich and professionally trained hence they were used to speaking English whereas others had never communicated in English before they came to school.

They mentioned that while their school enrols and accommodates learners with variety of needs they do not include learners with physical disabilities due inaccessible school buildings and they also stated that they are already struggling with the needs of learners with mild disabilities due to lack of resources. Furthermore the class number is an issue as all the teachers think it would be easier to meet the needs of all if they were at least dealing with small classes like in private schools. Moreover most of the teachers also believe that there is no point in keeping some learners in their school while their diverse needs are not being met hence according to them, such learners would be better off in remedial schools.

Teachers in the remedial school as well are aware of learners' diversity and according to them all learners in their school are contending barriers to learning, D2 explains;

> *"In the school in general all of the kids have got umh I don't know the correct terminology but like a diagnosed learning difficulty; their admission is mainly based on learning difficulties, be it auditory processing-they struggle to understand what they hear, visual processing-they struggle with their reading and that sort of thing, a lot of attention problems and with that come a lot of anxiety dynamics as well. So we deal with a lot of that" (*D2, line 256).

From the quote above and other interviews I gathered that all the teachers in this school are well aware that most of the learners who enrol in their school have somewhat learning difficulties so it is their job as remedial school teachers to cater to such. One would think that diversities are common in a remedial school since it is mostly for children contending barriers to learning, however all the teachers maintained that each and every learner's experiences are different so they also have to practice inclusion by catering for all their needs. Teachers stated that they have enough resources; the school has a lot of teaching aids which I also witnessed

that students may need in order to learn effectively. Despite a wide range of resources and support from different psychologists and therapists, according to the participants, the new policies which have opened doors for all the children to enrol in mainstream schools pose a challenge as some learners stay there for longer and not benefiting anything. They reported that most learners with learning difficulties experience bullying and feeling left out in mainstream schools as such their learning difficulties get coupled with other factors like low self-esteem and behavioural issues which becomes a challenge to them by the time such students come their school.

> "*…And then something which is becoming more prevalent especially with all the new policies that are being put in place is that I feel like kids are being neglected in the mainstream for longer so by the time they come to a school like this they are already broken, have self-doubts and esteem issues…"* (D4, line 260)

As shown on the table and summarised above we gather that there is an awareness of diversity in terms of learners' cultural backgrounds, economic status, age and maturity as well as their abilities and academic performance. All these differences among learners that the participants stated are also covered in (Lewin, 2009). His study about access and enrolment indicates that there is diversity in schools in terms of culture, economic status, age, patterns of growth and that failure to accommodate these diversities results in marginalisation and exclusion. As much as all the participating teachers were aware of learner diversity the differences that they deal with in each context are different which implies that the degree of challenges that they meet in the implementation of inclusive education differ.

Table 3 Theme 2: Teachers' beliefs and understanding of South African inclusive education policy.

Schools	Representative phrases from teachers	Open coding	Axial coding
Township	"IE promotes equality but that can never work with lack of resources" (A3) -"Only teachers from rich schools can practice inclusive education"(A1)	Beliefs about IE Positive -theory Negative-practice • Lack of resources	Teachers' beliefs and understanding of South African inclusive education policy
Private	"IE gives every learner an opportunity to learn. As a teacher I know that it's my responsibility to meet learners' needs" (B2)	Positive-theory and practice • Sufficient resources	
Suburban	"IE promotes social justice, I love it…some learners needs can fully be met in mainstreams but some cannot cope at all" (C4)	Positive-theory Neutral-Practice • Depends on the type of disability	
Remedial	"Its possible to practice EI we do but some things are more idea-like" (D3) "The theory is a bit exaggerated, policy makers forget that this is not a movie but reality" (D2)	Neutral- theory • Ambiguous theory Neutral- practice • Depends on the type of disability	

The Table above presents answers that teachers in different schools gave when asked what their beliefs about the policy of inclusive education were. Most of the answers given above can be hard to comprehend hence teachers' views will be interpreted in detail below.

Teachers' views seemed to be influenced by different contextual issues which will be explained.

All the participants from all the four schools in this study responded positively when asked if they are familiar with the concept of inclusion. According to the teachers being inclusive refers to accommodating all learners regardless of their different (dis)abilities. Although some gave broad definitions of inclusive education and some defined it in simpler terms their answers were all related to the perspective that is aligned with the human rights issue (DoE, 2001). The participants focused more on the fact that every child has a right to quality education and should be given an opportunity and access to such. :

> *"I understand it to mean that all children since the beginning since the onset of the White Paper 6 all children have the right to be included in ordinary schools or mainstream schools so the inclusive policy then means that the teachers and schools alike cannot turn children with various learning barriers away from schools they have to find ways of including all these children's disabilities despite their physical, intellectual, emotional whatever the barrier may be. So it is sort of equipping teachers to be able to meet all these needs." (*A2, line 69)

Although there is a similarity in how all the participants in these four schools define and understand what the South African inclusive policy means in theory, their beliefs about practicing inclusivity differ. Teachers beliefs about the practicality of inclusive education differ according to the type of school they are in. Teachers from a Township school stated that even though this policy has good intentions to promote justice and embracing of differences they do not believe that it is possible to be fully inclusive in their context. According to the participants the school does not have enough resources to accommodate all learners; all the four teachers in this school mentioned that the school does not even have just mere textbooks so more than twenty learners share one book sometimes. Participant A clearly mentioned that she personally beliefs that inclusive education is for the white or rich schools in South Africa where parents and the community in general can be able to support the movement financially.

During classroom observations in this school I also realized that in all the classes that I observed teachers spend much time grouping students so that they can share resources, even further some learners were asked to read for those who cannot clearly see. Despite lack of

resources some teachers mentioned that they try to be as inclusive as possible and according to them they practice the pull-out system to cater for all. It was evident from what the participants reported that pulling out the weaker learners to have one on one sessions with them is the best way to accommodate learners with learning difficulties. Furthermore as stated by the participants they differentiate their activities when possible. While the teachers claimed that they use differentiated instruction sometimes what I witnessed was different from the differentiation model that was built by Tomlinson (2001) which vividly states that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning" (p.32). The weaker learners were placed separately from the rest of the groups which teachers explained that they put them where they are alone so that they can give them extra attention when needed or give them different activities, however the learners were not engaged at all and most of them seemed to be more interested in the activities that the rest of their peers were engaging on which implicates that they were not given agency to choose which implicates that some students' participants is not necessarily valued.

According to participants from the Suburban school, their school is not as inclusive as they would want it to be due to lack of resources and the built environment of the school, they stated that they do not enrol students with physical disabilities even though they can learn just like others. Unlike the participants from the township school, participants from this school strongly believe that inclusive education is a possibility in South Africa as long as they get enough support from the government which they are not getting at the moment. According to the participants, it is possible to differentiate for the learners but only if they got the material they need.

> *"…To a certain extend yes, not as much as I would like, not as much as the department would want me to but I do try and differentiate on the bases of interests, I am a firm believer of meeting the children with what they want to learn you know and that is best way…(C2*, Line,412).

As evident from the quote above teachers from a Suburban school know what differentiated instruction means and how one is supposed to differentiate as stated by Tomlinson (2001). Based on my observation teachers from this school did not separate learners as it is done in the township school but rather taught them in one classroom where most of them seemed to be engaged and the instruction was more learner-centred. However in some classrooms there were still those students who were not participating and working with others and their

teachers seemed to overlook such. As much as these teachers believed in inclusive education according to them some students are not coping in the mainstream school and they believe that they will benefit more in special schools because they have severe intellectual disabilities. One teacher explained that she has two students who do not learn anything at all and that most of the time they become disruptive to the class as such she believes that they should not be enrolled in the mainstream because they also do not have adequate skills to accommodate them as such they are silently excluded.

Teachers in a Private school said that they believe that inclusive education can work, furthermore they mentioned that they try to inclusive in the classroom however according to the participants their school is not as inclusive as it can be.

> *"…I do not think we are not as inclusive as we can be to be honest. I think that there are children who are experiencing things such as dyslexia that have not been included ummh, that's just like very basic, we do have children with physical disabilities who have been included in this school I do think in those sorts of aspects we are inclusive but I do think there are ways in which we can be more inclusive with regards to children with learning disorders, whether they be the specific learning disorders like dyslexia, down syndrome extra" (*Transcript, line 820)

The implication of this quote is that despite the school having enough resources and therapists as mentioned earlier they do not do enrol many learners with various learning (dis)abilities. Even though some teachers in this school stated that they are confident in their skills to meet the needs of all learners in their classrooms, according to some it is hard to practice inclusion because they did not receive adequate training as such they still in other cases they stream their learners so that a teacher can focus on one particular group only.

> *"…we do have an academic support lady so we do stream our learners say, maths…maths is the program that we are working on, umhh say we do stream our spelling and things like that, so academic support does step in for that*" (Transcript, line 900)

According to Fabien (2018) the practice of streaming which refers to separation of learners into various classes according to their ability level is significant because it allows like students to learn and move ahead together at a pace that best matches their abilities. Just like in the township school it is still challenging for some teachers in private schools to meet the needs of all learners in a mainstream classroom as such learners are still separated and put in

different ability streams as an attempt to meet all their needs. As I was observing the classrooms I realized that when it was time for certain lessons and topics some learners had to swap classes.

One could think that teachers in a remedial school would not believe in inclusion policy since they are mostly dealing with learners who did not cope in mainstreams schools however all the participants from this school hold strong beliefs that inclusive education can work and it is needed. According to the participants, all their learners have some sort of learning difficulty nevertheless inclusion is very much needed in their school and they maintain that they still need to differentiate their instruction because they are dealing with learners with various (dis)abilities and interests. Even though teachers from a remedial school believe that they should practice inclusion they stated that in some cases inclusion is only good in paper and not practical especially when dealing with students with severe disabilities.

> *"I think some of the things that are on paper are a bit of an ideal-like situation. Like I mean if you would really come to a situation where you would have a real deaf or blind children or a child in a wheelchair for example in class I think it would be really challenging to deal with that students." (*D2, line 236)

Teachers from all the four schools in this study understand what the South African inclusive policy means in theory but some of their practices are not entirely connected to the practices emphasized in White Paper 6. Teachers from a township school do not believe in the practicality of inclusive education because as they mentioned there is lack of resources in their school. Indeed resources play a huge role in the implementation of inclusive education because all the teachers from a private school were positive that it is possible to implement inclusive strategies because they have enough resources to do so. Furthermore teachers from the Suburban and Remedial schools seemed to be neutral as they mentioned that some learners' needs can fully be accommodated but there are cases in which inclusion is impossible. Indeed context is crucial in the implementation of inclusive education in South Africa because teachers' beliefs are influenced by the systemic differences that were found in these schools.

Theme 3: Barriers to implementation of South African inclusive education policy

In this study barriers to implementation of the South African inclusive policy refer to the difficulties that arise within the education system as a whole, the learning site and within the teacher himself or herself which may prevent both the system and the teacher to meet

students' diversity needs. These barriers are any obstacles, either internal or external that impact teachers' use of inclusive pedagogic strategies or practices. From the data gathered this main theme was formed from several sub-themes relating to both internal barriers and external barriers.

Internal Barriers

In this study internal barriers are found to be teacher related, and such are physical & intellectual disabilities, personal beliefs and personal efficacy. In all the four schools under study at least two or teachers in every school stated that even though they believe in inclusive education they do not have the ability and skills to meet various needs of learners appropriately. In all the four schools most teachers mentioned that they trained while teachers in South Africa could either train to teach in ordinary or special schools. They reported that they are not confident in their ability to teach inclusive classrooms because they never received training on how to teach diverse groups of students in one classroom. Indeed in some classrooms I observed that some teachers' instruction proved to be more teacher-centered than learner-centered.

According to all the participants from these four schools, they personally believe that as much as inclusive education should be implemented and practiced there are those learners with extreme intellectual and physical disabilities whose needs cannot be met in mainstream schools but in special schools. "…*I would think that they could be in the school more suited for them like if a child is deaf there is not too much we can do for them in a school like this*…. During the one-on-one interviews with the teachers most of them made reference with some learners in their classrooms whom according to them cannot benefit in the mainstream classroom due to their (dis)abilities and I also later discovered while observing the same teachers in action that they are not in any way engaging with such learners. Generally teachers' lack of knowledge and personal efficacy in this study seems to be linked to their training as they have stated that they are not familiar with the new inclusion initiatives and the demands for abrupt changes in their role. Only a few teachers who studied inclusion and special educational needs perceived themselves as competent to educate and meet every learner's unique needs. In essence the concept of internal barriers is not necessarily context related but mostly depends on an individual teacher because there were varying views from teachers in the same school.

External barriers

External barriers that influence teachers' espoused and enacted practices in this study relate to the educational and the social environment. The external barriers relating the educational

environment that were mentioned by the participants physical environment of the school, appropriate support services, class size, curriculum, time and policy ambiguity while those relating to the social environment were social and cultural barriers, parental involvement and economic factors.

According to Lazarus et al. (2006) the physical infrastructure of the school can either act as a barrier or an opportunity for teaching and learning. According to all the participants in this study all the barriers in the physical environment should be removed so that the classrooms may be accessible to leaners with physical disabilities. Teachers mentioned that they do not enrol learners with physical disabilities because their schools are wheelchair inaccessible, even in a Township school where there are wheelchair ramps teachers reported that their classrooms are too small therefore learners with physically disabilities cannot move and engage freely in other class activities.

In this study funding and lack of resources fall under the external barriers that affected teachers in other schools negatively. All the teachers from Township and Suburban school argued that they do not have adequate resources that are needed so that they can meet the needs of all learners even those with learning disabilities. Teachers from these two schools reported that not have any teaching aids and technological devices that can enhance their content delivery and reinforce learners' skills when needed.

> *"…there is a huge lack of funding like if we talk about the universal design for learning the one that is for inclusive education I am personally struggling because it is hard to find concrete resources, I mean I use my small laptop to show them videos, I move from one group to another. We only have one projector in the school that we have to book well in advance*." (C2, line 482).

From the quote above it is evident that the participant understands various inclusive pedagogic strategies and believes that they can enhance her teaching however she fails to enact such espoused practices due to lack of resources in her school. The participants in these two schools stated that they rely on the government for resources and textbooks because most of the students in their schools are on free education. According to them lack of support from the government and department of education affects the possibility of inclusive practices. Teachers from these two schools emphasized more on the financial support and placement of students. For instance teachers stated that they always send paperwork regarding students

who need to see therapists and those who need to be placed in remedial schools but department of education hardly responds.

As mentioned earlier that the context or the type of a school plays a crucial role in the implementation of inclusive education, teachers from the Private and Remedial schools were positive about meeting the needs of all learners because they have sufficient resources. According to teachers, their schools have placed in appropriate interventions to assist both teachers and students to enhance learning. A huge difference was found on the attitudes of teachers from schools where the resources are lacking and in these two schools which are resource-sufficient. Unlike teachers from the Township and Suburban schools who were reluctant and hopeless about the implementation of inclusive education, teachers from the Private and Remedial schools viewed implementing inclusive pedagogies in a more positive light. Indeed during my classroom observations at the Private and Remedial schools, teachers were more vibrant, and the learners seemed to be interested in the different activities presented to them as most of them were using technological devices. In this regard it is evident that indeed the context of the school impacts on teachers' inclusive practices. The social environment also plays a big role on influencing both the teachers' espoused and enacted practices.

The social environmental factors that teachers mentioned in this study are social & cultural barriers, community & parental involvement as well as economic barriers. In this case there is a huge difference in all these schools regarding the social environment as it includes the social circumstances and context of learners together with the social construction of disability.

According to the participants from a township school it is very challenging for them to work with parents whose children have learning barriers because there is still stigmatization in the community regarding disability and people still believe that disability has something to do with witchcraft.

> " *Parents here are not supportive; they feel like when you say a child has a challenge in something especially in reading and writing they feel like you don't like the child. When you identify their weaknesses and they,,, I remember I had an incident whereby the parent attacked me…" (*A1, line 710)

The quote above shows that the community and parents are not supportive of inclusive education. According to teachers from this school parents are still in denial of learning

disabilities and that affects their actions negatively because they often get attacked by parents when informing them about their children's situation. Teachers from a township school mentioned that it is hard to promote and practice inclusion in society that does not embrace differences. Teachers said that in their community children with learning difficulties are labelled 'weak' or 'stupid' therefore it becomes difficult for them to support learners with special educational needs due to fear of attracting attention to them.

Suburban school teachers also reported that they deal with learners from communities and families where there is lack of learning culture so there is no parental involvement. According to teachers some parents believe that it is only teachers' jobs to ensure that their children are learning whereas others cannot provide support even though they may wish to because they are illiterate. *"It is these new generation of parents who don't care, they only care about parties and fun. They don't care about their children's education" (*C3, line 740). All these social factors impact on teachers' classroom practices negatively.

On the other hand, teachers from the remedial and private schools are happy with the support they get from the community and parents in general. According to them their schools work hand in hand with parents. Teachers stated that they strongly believe in the significance of parental involvement because parents are able to provide them with crucial information about their children's strengths and limitations which helps them to put in place proper support and interventions. *"Sometimes we recommend them to get them help even outside of school, like therapy"*. Teachers further explained that they are very lucky because in their school parents are involved in their children's academic work and they understand that they are a team so they have to work together to help their children. They further maintained that learners are inclined to achieve more when parents are actively involved in their education because they get all the help they need at school and even outside the school.

Having looked at the impact of social environment in different schools it is visible that context plays a crucial role in the implementation of inclusive education.

The common external barriers that were found in all these schools are the curriculum and assessment methods. Teachers from all the four schools in this study complained about the current South African curriculum. According to teachers CAPs poses a very big challenge when trying to accommodate all learners because of its inflexibility and rigid time frame.

> *"I think the stringent guidelines that are given to us by the department on how we should implement the curriculum hinders how much we actually can help or support*

*learners even if it is just revisiting concepts for all learners now let alone the kids with barriers the time frame is one thing that is a huge constrain" (*B2, line 259)

Du Toit and Forlin (2006) state that the Department of Education plays a role in the implementation of inclusion in schools and argue that the department has developed a lot of policies of which are contradictory to the policy of inclusive education. The participants in this study also reported that while inclusive education advocates for flexibility and allows learners the agency to choose what they learn and their preferred ways of learning, the CAPs curriculum is too rigid, it has a restrictive time frame that states how long a certain topic should be taught and this is problematic because they work under time constraints which do not allow them to differentiate appropriately or provide intervention to ensure that every learner understands what is being taught. Furthermore they stated that the CAPs curriculum does not allow teachers to differentiate assessment yet the policy of inclusive education encourages them to teach learners according to their individual interests which can only mean that learners should be assessed in different ways as well but examinations require all learners to sit down write even though others are more verbal. In this regard they said that they strongly believe that in order for them to practice inclusion in their classes the contractions between the policy of inclusive education and the CAPs curriculum have to be addressed.

*"I am a firm believer of meeting the children with what they want to learn you know and that is best way. Unfortunately I am unable to differentiate according to the content that we teach I am very much guided by what the curriculum, what CAPS wants us to teach and unless such changes there is not much us teachers can do…"(*B1, line 547)

In this chapter the findings of the study were presented. The systematic differences and similarities between four schools indicated the importance of context in the implementation of inclusive education in South Africa. In schools where there are enough resources, support from parents and the community as a whole teachers were positive about the practice of inclusive education whereas in schools where all these seemed to be lacking teachers did not see the possibility of the implementation of inclusive education in their context.

CHAPTER 5:

Discussion of Results

Introduction

This chapter presents the discussion of findings about teachers' espoused and enacted practices in four primary schools in relation to South African policy of inclusive education. This chapter is divided into two main themes. Firstly, a table showing differing perspectives of teachers in four schools as different groups will be provided as a guideline for this discussion. This will be followed by the first theme which gives an overview discussion of the findings and serves as an introduction to the second theme. The second theme consists of four sub-themes that were derived from the results. The phenomena will be analysed by using Bronfenbrenner's ecological model of human development (1979, 1993) as adapted further into a 'laminated learning system' by Tikly (2015).

Table 4 Differing perspectives of teachers in four schools as different groups.

	Township School	**Private School**	**Suburban School**	**Remedial School**
The definition of IE	View IE positively and understand it from the human rights perspective.	View IE positively and understand it from the human rights perspective.	View IE positively and understand it from the human rights perspective.	View IE positively and understand it from the human rights perspective.
Beliefs about inclusive practices	Negative beliefs due to lack of resources and support in their context.	Believe that it is possible to practice IE in their classrooms; They have sufficient resources and support.	Negative beliefs due to lack of resources and support in their context.	Believe that it is possible to practice IE in their classrooms; They have sufficient resources and support.
Actual practice	They did not practice IE but practice the Pull-out system instead. Espoused and enacted practices are connected.	Did not practice inclusion as claimed during the interviews. Learners are streamed according to their abilities	Used inclusive pedagogies but were limited by resources in other areas.	Practiced inclusion. Their lessons were differentiated.

Support Models	Lack of support from the community and parents, SGB, DBST and the Depart of Education.	There is enough support from the school, parents and community in general.	Lack of support from the community and parents, SGB, DBST and the Depart of Education.	Enough support from the department of education. Some parents are supportive but some do not care.
Curriculum	CAPs is too rigid. Clashes with inclusive education.	CAPs is too rigid. Clashes with inclusive education.	CAPs is too rigid. Clashes with inclusive education.	CAPs is too rigid. Clashes with inclusive education.
Success of IE depends on	Eradicating barriers to teaching &learning.	Eradicating barriers to teaching.	Eradicating barriers to teaching &learning.	Eradicating barriers to teaching.

Understanding teachers' beliefs and practices in relation to South African inclusive education policy

The results of this study indicated that there is uniformity between all the four schools regarding how teachers define and understand the South African inclusive education in theory (espoused practices). Generally, teachers in these four schools believe to the concept of equal opportunities and education for all regardless of various (dis)abilities. When asked to define inclusive education in their own words, one teacher responded "*I understand inclusive education to mean that all children have a right be included in ordinary schools where they have equal access to quality education"* (B4, line 280). Education for all in South Africa is aligned with the moral and human rights, particularly with rights for equal access to education (Engelbrecht et al., 2015). White Paper 6 (DoE, 2001) emphasizes the notion that education and training systems have to be inclusive by meeting the learning needs not only of those with physical, mental or neurological impairments but also of those who are contending barriers to learning as a result of poverty deprivation. As shown from the results, teachers mentioned all these differences when defining inclusion. It is evident that there is a strong alignment among all the teachers' espoused practices and how inclusive education is defined in Education White Paper 6 (DoE, 2001).

Although all the teachers understood what inclusive education means, the degree of commitment to inclusive practices varied between individual teachers and their contexts. The

results that were found concerning inclusive practices were more influenced by the context and systemic factors.

As shown from the table above teachers from a township school understood and believed in the value of South African inclusive education. However their views on the practicality of inclusive education in their context were negative. When asked if they make use of inclusive pedagogies in the classroom all the teachers from this school responded negatively. A4 explained that it is very challenging to meet the needs of all the learners in their classroom context because they do not have enough resources. A2 added that it is highly impossible that inclusion can be a success in their classrooms because they are dealing with children from extremely poor families who sometimes come to school on empty stomachs. Teachers in this school argued even if they try to use the limited resources that they have to make learning a bit better for their students; it still cannot work because they are unable to meet their learners' basic needs. Indeed I witnessed the struggle that teachers encountered in their classrooms as a good number of their learners did not even have text books and stationary. This finding is in line with the previous research (Engelbrecht et al., 2015), (Walton & Lloyd, 2011) and (Walton, 2012). Their findings also indicated that additional complex contextual issues such as poverty, lack of funding and unavailability of resources in schools located in low socio-economic areas negatively influence teachers' beliefs about the practicality of inclusion which in turn complicates the implementation and recommendations of White Paper 6.

Private school teachers viewed the implementation of inclusive education in a more positive light. They proposed that it is their responsibility to create an inclusive system where every learner can reach their full potential, more so because the school provides them with all the resources that they need. However the findings indicated that despite having resources and operating support models teachers are aware that their school is not as inclusive as it can be. It was reported that there are still conditions on what type of learners should be accepted in their school. This is related to a previous study which indicated that despite the government's commitment to promote inclusivity some children are still denied access to enrol in mainstream schools due to certain institutional norms and standards (Meltz et al., 2014). This goes further to show that the medical model practices still persist in South African schools. In addition some discrepancies between the beliefs and practices of all the teachers in this school were found. During interviews two teachers seemed to be confident in their skills to practice inclusion while the other two stated they are not confident in their skills to prepare and differentiate their instruction. However all these teachers did not practice inclusion as their learners were grouped in various ability-streams. Moreover private school teachers did

not make use of inclusive pedagogies as they assumed that learners are likely to move at the same pace. It was visible during the lessons that more time was spent on teachers who seemed to be struggling. Florian (2015) strongly argues that giving some students what is different from or additional to what rest of their peers are learning is not an inclusive practice but another form of marginalization and silent exclusion. In essence these teachers' actual practices did not align with those emphasized in the South African inclusive education policy.

Teachers in a Suburban school were more informed about inclusive pedagogies but due to lack of resources in their school, their abilities to be fully in the classroom were limited. Their practices were student-centred and peer-mediated in most of their lessons. Such practices link to a flexible inclusive classroom that is described in Monahan et al. (2004). The results of the study also indicated that although teachers in this school were able to differentiate their instruction, they still had reservations regarding some learning difficulties. Teachers stated that there are some learners with severe learning disabilities who do not cope in the mainstream classroom therefore they suggest that such learners be enrolled in special schools to avoid exclusion. Previous study by Donohue and Bornman (2014) also revealed that some teachers believed that learners with disabilities should be enrolled only in special schools due to their out-dated beliefs that disability signifies a problem. Although teachers in this study believe that special schools are still relevant their reasons differ from those of Donohue and Bornman as their explanations were based on their lack of skills to accommodate such learners and the realities of their context.

As shown on Table 5 Remedial school teachers believed in the value of inclusion and inclusive practices. Being in a remedial school where all the learners have some form of a learning difficulty teachers reported that they always have to differentiate their instruction to meet the needs and interests of all their learners. One may argue that inclusion is only meant for diverse mainstream schools however Tomlinson (2001) asserts that just like everyone else even learners with the same type of disability always still have their individual unique needs that have to be catered for.

Barriers to implementation of South Africa IE policy consolidated within Bronfenbrenner's ecological model

The findings in this research indicated several systemic barriers that influenced teachers' espoused and enacted inclusive practices. Such findings will now be discussed and summarized within the Framework of Bronfenbrenner's ecological systems. The barriers were evident at the micro, meso, exo and macro-systemic levels. The analysis will further

show the institutional differences and similarities which impact the way teachers practice inclusion in these four schools.

Barriers at the micro-systemic level

At this level we looked at the teachers' immediate environments as well as the social dimensions of schooling which affect their inclusive practices. My findings include community and parental involvement, physical spaces, classroom cultures and resourcing. As evident from Table 5 teachers from the two schools, Township and Suburban stated that they deal with students from unsupportive home environments.

According to teachers from a Township school it difficult to accommodate the needs of all learners, especially those with barriers to learning when parents are not actively involved. Teachers from a township school mentioned that their students experience extreme levels of poverty therefore it is hard to even educate them when their basic needs are not attended to. They further reported that generally parents are in denial that their children experience barriers to learning because there is a stigma towards disability in their community. *"Parents are ashamed that their children will be labelled stupid by the community" (C3, line 467).* Donohue and Bornman (2014) argue that in the past, disability was associated with 'deficiency' in South Africa as such some parents still do not see the value of educating children with disabilities hence their apparent lack of support. Their study further reveals that some parents are in denial that their children have learning difficulties because they do not want them to be stigmatized or labelled.

Suburban school teachers on the other hand suggested that in their communities there are no stereotypes about disability but parents just are ignorant. According to them the generation of new parents is too just busy to attend important school meetings. This finding revealed further that it is even worse in cases where teachers do not have any background information concerning learners' experiences or in cases where they would want to recommend certain activities to be performed at home. According to Engelbrecht (1999), parental instincts frequently detect needs and difficulties before any professional notices them. This implies that an active parental-involvement is important because parents may guide teachers on how they can meet their children's needs in the classroom. White Paper 6 (DoE 2001, p .9) also clearly states that barriers to learning and teaching occur because of the "non-recognition and non-involvement of parents". It is therefore not surprising that non-involvement of parents has a negative impact on the implementation of IE in these schools.

By comparison it is visible on Table 5 (above) that Private and Remedial school teachers were happy with the support they get from parents and the community. It was said that parents provide teachers with crucial information about their children's weaknesses and strengths thereby guiding them on how best to put in appropriate forms of intervention. This finding justifies the above mentioned barrier because in this case where parents are actively involved teachers seem to be positive about the implementation of IE.

Another finding of this investigation indicated that mainstreams schools are still not ready to be fully inclusive due to lack of structural modification, classroom cultures and resourcing. On the notion of the physical environment, there is a similarity among all the four schools in this study as they are all not friendly microsystems. The findings revealed that the physical structures of the participating schools have not been improved since the realisation of inclusive education in South Africa thus limiting mobility. As previously shown only township and remedial schools were found to be accessible to students with physical disabilities. The suburban and private schools were not at all accommodating learners with physical disabilities. In the previous literature, Lewin (2009) shows different forms of access and exclusion in the Sub-Saharan Africa where the findings indicated that most of the learners with physical disabilities are still not enrolled in mainstreams due to poor infrastructure. Lewin goes further to show that even those who are enrolled in mainstream schools are still silently excluded due to lack of resources in some schools.

Despite the Township school being wheelchair accessible the results of this study revealed that learners in this still experience exclusion from many aspects of school life due to lack of required support and resources. As mentioned earlier I was aware that all the classrooms I observed were overcrowded with many students sharing one text book. Mobility in the classrooms is also limited due to large class size. This is probably the reason why teachers from this school still adopt medical approach particularly "pull-out" system to address barriers to learning. Pull-out system signifies the medical model approach which overemphasizes 'differentness' and 'deficiency' therefore is a bearing on the realisation of IE. Lack of resources has also resulted into teachers thinking that some students' needs are impossible to meet in the mainstream classroom. One teacher from the suburban school argued;

> *"inclusive education is too inclusive that even in cases where a learner cannot cope in an ordinary school the government still wants us to mysteriously include them, more so with insufficient resources"* (A2, Line 330).

As evident from the quote above lack of resources negatively affects teachers' willingness to differentiate their instruction and to use different technological devices to enhance their teaching methods. Meltz et al. (2014) and De Winnaar (2013) are in agreement that implementation of IE is hindered by lack of resources in South Africa.

Differing from the Township and Suburban school, teachers from the Private and Remedial school indicated that the availability of resources in their schools assist in creating an environment that promotes and fosters IE practices for all learners. According to these teachers they make use of teaching aids, support teachers and psychologists to enhance their skills to practice inclusion. Although some of them mentioned that they did not undergo appropriate training for inclusion they seemed to be positive that with the support and resources they have no child will be left behind at their school. "*Honestly I am not skilled enough to be fully inclusive but the resources and devices we have really do come in handy….with a bit of training I can fully be inclusive in this school"* (B2, line 110).

The above systemic differences indeed are in agreement with the notion that "…different environments produce discernible differences, not only across but within societies, in talent, temperament, human relations, and particularly in which each culture and subculture brings up the next generation" (Bronfenbrenner, 1977). In this case various community, home and school contexts influence teachers involved differently thus the way they view and implement IE is mostly effected by the settings that they directly interact with.

Barriers at the meso-systemic level

In attempt to build explanatory models concerning the non-implementation of the practices emphasized in IE policy we found out that one apparent reason is lack of interactions, collaboration and cooperation between the microsystems discussed above. In a private school where teachers and parents work collaboratively, teachers seemed to be positive that it is possible to practice inclusion. It was evident in the findings from school that a good collaboration between teachers, parents and the community in general can create an environment that promotes the implementation of IE.

Teachers from the two schools, Township and Suburban indicated that they are experiencing an issue of parents who are not actively involved in their children's education and academic growth. Teachers were convinced that had all the parents and communities been passionate about education, the realisation of IE in their schools would be better than it is now. It was evident from the results that in Private and Remedial school where parents are involved they give constructive information and advice to teachers therefore enabling them to work in

accordance with their learners' weakness and strengths. Sapungan and Sapungan (2004) state that a parent knows their child best at home and a teacher knows the child best at school therefore it is significant for these two environments to collaborate and become one. The idea of the home and school environments becoming 'one' in attempt to build an inclusive school is very crucial for in cases where parents would be involved but not necessarily cooperating with teachers or working towards the same goal, conflicts would come forth. To emphasize this, the department for children, school, and families (2008, p. 13) asserts that "children have two educators in their lives being their parents and their teacher". This means that parents are equal partners in education therefore it is apparent that the absence of one partner affects the other negatively. White Paper 6 (2001) sets an important notion that inclusion requires unity not 'them' and 'us'. This goes to show that what happens in one microsystem affects what happens in other microsystem hence when the home environment is ignorant about children's education it becomes challenging for the teachers to implement IE.

Barriers at the exo-systemic level

The findings concerning aspects at the exo-systemic level focused on the structures surrounding the education system which affect teachers' enacted practices. At this level the factors that emerged were school policies & process, institutional-level support teams, Support from the student government body (SGB) and the district based support team (DBST). The findings revealed that the school policies that are used in order to meet the needs of all learners in some of the four participating schools do not necessarily align with the practices emphasized in the policy. Due to some of the systemic barriers mentioned in this study different schools adopted policies which are suitable for them.

The results revealed a similarity between teachers from the private and the Township school on the strategies that their schools designed in order to meet the needs of those learners experiencing learning difficulties. Though the approaches are not the same as in a Township school the pull-out system is practiced whereas in a Private school learners are grouped in various ability-streams; the two approaches still perpetuate segregation that was practiced in the past. It is probable that these two schools still use some forms of testing to determine the streams eligible for some learners or whether they should be pulled out to be taught separately. Furthermore the two practices emphasize on 'differentness' thus perpetuates exclusion and marginalization. Florian and Black-Howkin (2014) also argue that the processes of identifying students with additional support needs in order to determine appropriate intervention for them still make use of labels that lead to stigmatization thus denying learners an opportunity to participate fully. However the teachers in these schools

seemed really confident that their methods indeed enhance participation and progress for all. In this regard the question that still remains is if it was wise for the policy makers to do away completely with some of the medical model practices instead of integrating them with those of inclusion.

In terms of support models there is a similarity found from participating teachers in schools which solely depend on government funding (Township and Suburban). The findings of investigation revealed that ILSTs in these government schools are not effective. Teachers mentioned that all they do is to have continuous meetings and agreements on how best they can support their learners but ultimately nothing is done. According to EWP 6 (DoE, 2001, p. 48) the primary function of institutional-level support teams is to properly coordinate learner and educator support services which support learning and teaching processes through the identification of both learners' and educators' institutional needs. Having non-functional ILSTs negatively influence teachers' willingness to practice inclusion because they also need support in cases where their abilities seem to be lacking.

The last finding at the exo-systemic level revealed that in all the participating government schools the SGBs and DBSTs are not really concerned with the development of the policies required to support inclusive practices. Teachers mentioned that SGBs and DBSTs do not collaborate with them at all. According to them the DBSTs has to step in cases where learners need physiologists, therapists or official referrals to do remedial schools but they spend years with learners whose needs are not accommodated to because these teams hardly offer support. Previous literature by (Engelbrecht et al., 2001. p. 81) is also in agreement that limitations of existing support structures negatively influence the implementation of IE.

These systemic factors indeed play a big role in influencing teachers' beliefs and inclusive practices because in a private school where the ILISTs and the SGB are operational teachers are very positive about inclusion. In addition teachers were adamant that in the nearing future their school will be fully inclusive as their institutional needs are always met. Unlike in government schools, private schools do not have to rely on the DBSTs to get any facilities or 'a go ahead' in implementing the strategies that can help the students. It is argued that in government schools "required processes for effectively analysing school needs are invariably only given token compliance with government policy"; this poses a challenge because teachers are able to detect even those problems which government support models tend to overlook (Xaba, 2006 cited in Du Toit and Forlin 2006 p. 648).

Barriers at the macro-systemic level

The microsystems in this study refer to policies and education systems that outline the bases of education provision in South Africa. The findings at this level focused on the IE framework and the curriculum & assessment policies EWP 6 (DoE, 2001), CAPs (DoE, 2010) and the SIAS policy (DBE, 2014). According to the department of education (2009) implementation of the curriculum depends on how teachers view and understand it thus the barriers that were mentioned by the teachers at this level are crucial. All the principles outlined at this level fundamentally influence how all other institutions within the ecological system operate. It is therefore important to pay particular attention to their views concerning these policies. The findings indicated that the policy of inclusive education lacks clarity regarding the means in which schools can meet the goals of full inclusion and meaningful participation of all. Teachers, particularly those from the low economic context (Township) stated that IE policy makers have employed the one-size-fits all strategy as they are all guided by the same principles although they are aware that some schools lack funding and resources. *"I always wonder if these policy makers have taught before, I doubt they even know the realities of the classroom, inclusive education is not practical, some things are just good in paper"* (C4, line 387). Similar study by Donohue and Bornaman (2014) also reveal that the policy of inclusive education is too ambiguous so it has to provide guidelines on how teachers should implement it.

Another common finding in all the four participating schools stipulated contradiction between CAPs and the policy of inclusive education. All the participating teachers in this study reported that CAPs is in conflict with the policy of IE therefore it negatively affects their enacted practices. "…*unfortunately I am unable to differentiate according to the content that we teach I am very much guided by what the curriculum, what CAPS wants us to teach…" (*B2, line 296*).* It is evident from the quote above that teachers struggle to implement inclusion in the context of CAPs. They revealed that EI advocates for flexibility and allows learners the agency to choose what they learn and their preferred ways of learning. Conversely CAPs is too rigid, it has a restrictive time frame that states how long a certain topic should be taught and the time constraints do not allow them to differentiate appropriately or provide intervention to ensure that every learner understands what is being taught.

> *"I think the stringent guidelines that are given to us by the department on how we should implement the curriculum hinders how much we actually can help or support*

learners even if it is just revisiting concepts for all learners now let alone the kids with barriers the time frame is one thing that is a huge constraint (A1, line 100).

The quote above is a visible example that teachers' practices cannot fully align with what is emphasized in the policy of IE because of the stringent curriculum. Additionally teachers were concerned about the assessment methods which they are expected to use. According to the teachers CAPs does not allow them to differentiate assessment yet the policy of inclusive education encourages them to teach learners according to their individual interests which can only mean that learners should be assessed in different ways. Previous literature (Engelbrecht et al., 2015) also showed that the ever changing curriculum in South Africa remains a stumbling block to the implementation of IE as it creates more confusion to both the teachers and learners. As such Soudien (2007) asserts that the curriculum should be interrogated in terms of how aware it is of the complexity of inclusion because it serves as a powerful tool that can enhance the implementation of inclusion or as a tool that exclude others.

This study focused on finding out how teachers' espoused and enacted practices align with the South African inclusive education policy. As shown in the analysis there are a number of factors that influence teachers' practices hence it was important to build an explanatory models which shows that in order for teachers to implement all the practices emphasized in the policy all these factors should be addressed. To avoid generalizations that can be misleading the above discussion also indicated the systemic similarities and differences that were found between the participating schools for they were very much linked to both the successful and unsuccessful implementation of IE.

CHAPTER 6:

Conclusion

Introduction

As stated previously this research investigated teachers' espoused and enacted practices in relation to South African inclusive education and the case study took place in four primary schools. The research findings suggested there are several barriers in various contexts which negatively influence the implementation of inclusive education which ultimately affects teachers' ability and willingness to be fully inclusive in their classrooms. In this chapter I will briefly give concluding remarks and analyse the strengths and limitations of my study. Implications for further study will also be given.

Concluding Remarks

As noted in the literature review inclusion is a broad concept that can be defined and understood in various ways. In essence it is a contentious task. Its implementation is likely to be influenced by several factors based on contextual realities. The research problem that informed this study was: "to what extent do the teachers' espoused and enacted practices align with the South African inclusive education policy". This would also reveal if teachers indeed enact their espoused practices. This study took place in four different primary schools, each representing a stratified demographic under which that particular type of school falls. As such the context of the research participants played a very crucial role just as I had initially anticipated.

The findings of this study indicated that in theory (espoused practices) teachers can fully comprehend what inclusive education means. However there are many factors that contribute to the successful and unsuccessful implementation of inclusive education. Forlin (2006) states that inclusion is a social construct and relies on relationships between people and factors which may or may not enable teachers to effectively respond to diversity. The first influential factor or barrier which was mentioned by all the participating teachers was lack of adequate training for inclusion. Teachers were aware that they did not have adequate capacity to teach inclusive classrooms. Although teachers were familiar with most of the inclusive practices emphasized in literature they simply did not know how to release those practices in their classroom context.

The second finding was resources, classroom sizes and support structures. All those factors tend to hinder the implementation of inclusive education. In schools that were said to lack

resources and support structures teachers were hesitant and doubted the practicality of inclusion, whereas in schools that had sufficient resources teachers were positive that it is possible to meet the needs of all learners in the classroom. This implies that if all teachers got sufficient support from the external factors their practices would link to those emphasized in South African inclusive education policy.

From the data it was found also that the policy of inclusive education is too ambiguous and in conflict with the current CAPs curriculum. This seemed to be one of the main reasons why inclusive education has not been successfully implemented. Even teachers trained for inclusion, with resources, still struggled to be fully inclusive as it was hard to comprehend the relevance of inclusive practices within CAPs.

Overall all the teachers in four participating schools agreed that certain barriers prevent the successful implementation of inclusive education although some barriers were context-specific. All the findings summarized above have revealed clearly that much progress has not been made in terms of the policy implementation. Previous studies mostly relied on teachers' understanding of the South African inclusive education policy to investigate the process of implementation. Such results lacked transparency as what teachers claimed may not necessarily be aligned with what they do in practice. This study has particularly revealed several incongruences between teachers' beliefs and actual practices. Had my study not emphasized on both teachers' espoused and enacted practices like some of the previous studies, I would have gotten misleading results as all the teachers' espoused practices were aligned with the theory of inclusive education in South Africa whereas their enacted practices were not. Furthermore it is not enough to simply state that teachers are still not willing to meet diverse needs of learners in one classroom without investigating the underlying factors that influence the unsuccessful implementation of IE. Additionally my study has revealed that each environment within the ecology of inclusive education has an impact on teachers' beliefs and their practices. It is crucial to base research on all of these systems so that an explanatory model can be built to explain why there is slow progress towards the implementation of IE in South Africa.

Limitations of the study

The limitation of this study is that learners and their parents were not heard. Because of the limited time and scope of this study, I only focused on interviewing and observing the teachers. White Paper 6 (DoE, 2001) emphasizes on parental involvement in inclusive education, engaging them in this research would have given them a platform to raise their

concerns. Just like teachers, learners and their parents have a role to play in the successful implementation of inclusive education therefore their involvement could have provided a richer data. Messiou (2012) asserts that there are different forms of marginalization that occur in schools and unfortunately the other one can only be felt and recognized by the learners experiencing it. In this regard learners would have given a valuable insight that could add on the factors which impact on the implementation of inclusive education.

Strengths of the Study

This study revealed important points like contextual issues, systematic barriers and internal factors that affect the implementation of inclusive education. Such provided readers and policy makers with valuable information which needs to be considered when certain modifications are put into place. This study also revealed systematic differences among four types of schools in South Africa as a result and this will give guidance on which schools to consider when redistributing resources and funding.

Implications for further research

Based on the findings I suggest that further research can be done in other provinces in South Africa. It would add value to compare how inclusive education is being implemented all around the country to avoid making misleading generalizations when certain modifications are made.

A study could also be done on the training that teachers receive in colleges and universities in order to investigate if it is sufficient to equip teachers with adequate knowledge and skills that will enable them to teach learners with diverse learning needs.

Overall Conclusion

In this chapter I looked at various parts of my study to give concluding remarks, limitations strengths and implications for further studies. Completing this study has satisfied my quest to know how far the process of implementing inclusive education in South Africa is. The study was not necessarily looking for a definite measure but I had hoped that investigating teachers' espoused and enacted practices would reveal if teachers believe in the value of inclusion and enact the practices emphasized in South African inclusive education policy. Indeed my study was a success because as the findings indicated I managed to get enough data on teachers' understanding of the policy, their beliefs, views on the practicality of inclusive education coupled with the factors that influence such beliefs. This study has revealed that there are varying degrees of commitment to inclusive practices and those are influenced by individual's and their context, support models available and teachers' self-

efficacy and skills. Due to various individual and contextual factors that were found to be negatively affecting teachers' beliefs and inclusive practices there is a gap between some teachers' espoused beliefs and their practices which ultimately reveals non-alignment between teachers' practices and the South African inclusive education policy.

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Appendix A: Interview schedule for teachers

Espoused and enacted practices in relation to the policy of Inclusive Education in South Africa.

Interview Guide

1) Introduction and explanation of the purpose of the research.

2) Background

Can you tell me a bit about your background and training as a teacher?

Can you outline your experience as a teacher?

How long have you been teaching at this school?

3) Education generally

What do you think the role of education is?

Which aspects of education do you emphasize as a teacher – content, values, etcetera?

What do you think makes a good teacher?

4) Inclusive education

In which ways do you think the learners in your class are different?

What do you understand by learners' diversity needs?

How do you accommodate these diversities within the classroom?

What do you understand by the policy of inclusive education in South Africa?

Do you think this school is inclusive? Why do you say so?

Do you make use of inclusive practices in your class? If so, in which ways?

Do you think your understanding and beliefs about the policy of inclusive education in South Africa has an influence on how you practice inclusion in the classroom?

5) Conclusion

Is there anything you would like to add?

Appendix B: Observation schedule

Observation of teaching

Purpose of observation; To examine if teachers include and accommodate all learners in their classroom; the observer will look at ways or practices of a teacher in attempt to be inclusive.

Inclusive practices	outstanding	competent	inadequate	poor
Multiple teaching strategies -The teacher differentiates her instruction and uses different methods of teaching.				
The teacher initiates active interaction & participation -The teacher creates purposeful activities that engage every student in productive work				
All students are valued -The teacher allows all students to work at what they are more interested in -shows genuine support and empathy towards all				
The teacher communicates high expectations -the teacher seeks to engage all students in the classroom -gives turns even to students who do not voluntarily participate				
Learning is maximized -Lesson starts on time -Teacher ensures that all learners are involved in learning activities				

Appendix C: Letter to the principal and governing body

12/05/2018

Dear Principal/ School Governing Body Chair

My name is Lerato Lucy Lesenyeho. I am a Master's student in the School of Education at the University of the Witwatersrand.

I am doing research on "Espoused and enacted practices in relation to the policy of inclusive education in South Africa".

I would like your school to be part of my research which involves finding out what teachers understand of the policy of inclusive education, and how they align their understanding and beliefs about this policy with the actual practices in the classroom. I will interview four teachers and encourage them to share their understanding and beliefs about inclusive education, particularly if they think it is possible to be inclusive or not in the classroom. I would also like to observe the very same teachers in one of their lessons as follow up to our interviews. The interviews and observations will take place with the teachers who volunteer to be part of the study and will take place over a period of two weeks when I will visit the school at most three times per week.

The reason why I have chosen your school is because it has students with a wide range of diverse needs and most importantly that it is a committed inclusive school which is most likely to have an understanding of what it entails to be inclusive and for teachers to be inclusionary in the classroom.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

L. Lesenyeho

Lerato Lesenyeho
Wits international house residence
1 Jan Smuts avenue
Johannesburg
lululesenyeho@gmail.com
061 918 5709

Appendix D: Information letter to the participants

12/05/2018

Dear Teachers

My name is Lerato Lucy Lesenyeho I am a Master's student in the School of Education at the University of the Witwatersrand.

I am doing research on "Espoused and enacted practices in relation to the policy of inclusive education in South Africa".

I would like you to be part of my research which involves finding out what teachers understand by the policy of inclusive education and how you align your understanding and beliefs about this policy with the actual practices in the classroom. I would like to interview you and three of your colleagues about your beliefs and understanding about inclusive education and also observe your classroom practices/ activities over one period/lesson. I hope to interview and observe your classroom once over a period of 2 weeks.

The reason why I have chosen your school is because it has students with a wide range of diverse needs and most importantly that it is a committed inclusive school which is most likely to have an understanding of what it entails to be inclusive and for you to be inclusionary in the classroom.

I would like you to participate in this research because you have indicated that you have an understanding of the policy of inclusive education and can teach using inclusive pedagogic practices.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

L. Lesenyeho

Lerato Lesenyeho

Wits international house residence

1 Jan Smuts avenue

Johannesburg

lululesenyeho@gmail.com

061 918 5709

Appendix E: Informed consent to be completed by teachers

Teacher's Consent Form

12/05/2018

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called: Espoused and enacted practices in relation to the policy of inclusive education in South Africa.

I, _____ give my consent for the following

Permission to observe you in class

I agree to be observed in class. YES/NO

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson YE/NO

I know that the audiotapes will be used for this project only YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked. YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped, photographed and/or videotape

•all the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

Appendix F: Ethics Clearance from the University

Wits School of Education

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3221 • Fax: +27 11 717-3009 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

17 August 2018

Student Number: 1759517

Protocol Number: 2018ECE032M

Dear Lerato Lucy Lesenyeho

Application for Ethics Clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

Espoused and Enacted Practices In Relation to the Policy of Inclusive Education in South Africa

The committee recently met and I am pleased to inform you that **clearance was granted**. Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,

MMaseko

Wits School of Education
011 717-3416

cc Supervisor - Dr Ian Moll

Appendix G: Permission Letter from GDE

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	**29 August 2018**
Validity of Research Approval:	**05 February 2018 – 28 September 2018** **2018/265**
Name of Researcher:	**Lesenyeho L.L**
Address of Researcher:	**Wits International House**
	1 Jan smuts Avenue
	Johannesburg, 2001
Telephone Number:	**061 918 5709**
Email address:	**lululesenyeho@gmail.com**
Research Topic:	**Espoused and Enacted Practices in relation to the Policy of Inclusive Education in South Africa**
Type of qualification	**Masters**
Number and type of schools:	**Two Primary Schools**
District/s/HO	**Johannesburg North.**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this*

29/08/2018

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

.....

Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 29/05/2018

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